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ELECTRONIC THESIS AND DISSERTATION UNSYIAH

TITLE

THE CORRELATION BETWEEN READING MOTIVATION AND READING ACHIEVEMENT (A CORRELATIONAL STUDY AT SMKN 1 BANDA ACEH)

ABSTRACT

This quantitative research aims at measuring the correlation between reading motivation and reading achievement of EFL learners. A preliminary observation showed that most of the first grade students at a vocational school in Banda Aceh obtained poor reading achievement based on their results of the standard school tests. The minimum passing grade of English subject set by the school is 2.67(B-), thus most of the first grade students obtained scores below it. Consequently, the researcher chose 32 first grade students from this school who have poor reading achievement based on their teachers' reports. These students were asked to fill in the questionnaire of Motivations for Reading Questionnaire (MRQ) developed by Wigfield & Guthrie (1995, 1997). They were further to complete a reading test from Florida Comprehensive Assessment Test (FCAT) (Foresman, 2001), consisting of four reading texts and twenty reading questions related to the texts. The data were analyzed and tabulated by using the Pearson's Correlation Coefficients (r). It was found that the mean score the students' reading motivation was 60.43, which indicated a moderate level of reading motivation. Meanwhile, the mean of score of FCAT was 56.71, and fell into level 3 in the FCAT scoring (ranging from 1 (lowest) to 5 (highest)), which indicated that these students had partial success in reading achievement. This implied that their moderate reading motivation affected their partial success in reading achievement. The correlation between their reading motivation and their reading achievement showed that the effect of reading motivation was 72.25% toward their reading achievement, indicating a positive correlation. Hence, it is suggested that teachers teaching reading skill to EFL learners to conduct practices that can energize and encourage reading motivation to cultivate their students' quality as readers.